



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 10921872
SAU: Lisbon School Department
School: Lisbon Community School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

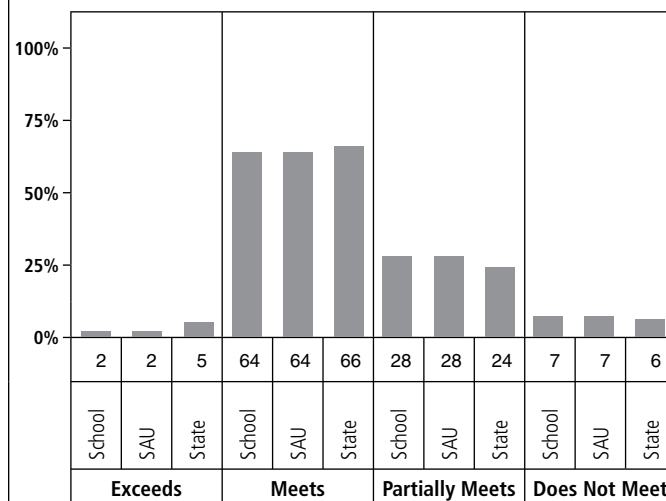
SAU: Lisbon School Department

School: Lisbon Community School

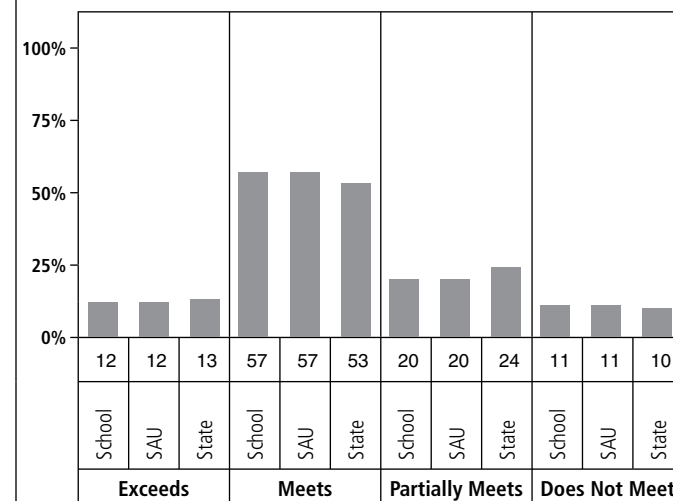
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	439	439	445
2007–2008	441	441	445
2008–2009	445	445	446
Cum. Avg.*	442	442	445
Mathematics			
2006–2007	438	438	445
2007–2008	441	440	445
2008–2009	446	446	446
Cum. Avg.*	442	442	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009

Grade: 4

SAU: Lisbon School Department

School: Lisbon Community School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	106	100	106	100	13805	100	106	100	106	100	13737	100	106	100	106	100	13746	100						
Ethnicity African American/Black	4	4	4	4	419	3	4	100	4	100	410	98	4	100	4	100	416	99						
American Indian or Native Alaskan	1	1	1	1	125	1	1	100	1	100	124	99	1	100	1	100	124	99						
Asian or Pacific Islander	0	0	0	0	229	2	0	0	0	0	223	97	0	0	0	0	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	101	95	101	95	12883	93	101	100	101	100	12832	100	101	100	101	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	18	17	18	17	2383	17	18	100	18	100	2366	100	18	100	18	100	2364	99						
Current LEP	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
Economically disadvantaged	46	43	46	43	5819	42	46	100	46	100	5782	99	46	100	46	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	78	74	78	74	10439	76	82	77	82	77	10471	76						
Identified disability (PET/IEP)	6	8	6	8	351	3	6	7	6	7	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	27	25	27	25	3142	23	24	23	24	23	3138	23						
Identified disability (PET/IEP)	11	41	11	41	1860	59	12	50	12	50	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	16	59	16	59	1060	34	12	50	12	50	1043	33						
Participation through alternate assessment (PAAP)	1	1	1	1	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	1	100	1	100	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: Lisbon School Department
School: Lisbon Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	1	1	1	1	507	4
	2007-2008	0	0	0	0	559	4
	2008-2009	2	2	2	2	672	5
	Cum. Total*	3	1	3	1	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	43	44	44	45	8749	63
	2007-2008	40	48	40	47	8308	59
	2008-2009	67	64	67	64	8917	66
	Cum. Total*	150	52	151	52	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	29	30	29	30	3467	25
	2007-2008	32	38	33	38	3922	28
	2008-2009	29	28	29	28	3241	24
	Cum. Total*	90	31	91	31	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	24	25	24	24	1165	8
	2007-2008	12	14	13	15	1264	9
	2008-2009	7	7	7	7	751	6
	Cum. Total*	43	15	44	15	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.6	63.8	30.6	63.8	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	15.5	64.6	15.5	64.6	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	15.1	62.9	15.1	62.9	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 4

SAU: Lisbon School Department

School: Lisbon Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	105	2	2	67	64	29	28	7	7	445	105	2	64	28	7	445	13581	5	66	24	6	446
Ethnicity																						
African American/Black	4										4						408	2	51	31	16	441
American Indian or Native Alaskan	1										1						122	1	59	34	6	444
Asian or Pacific Islander	0										0						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	100	2	2	64	64	27	27	7	7	445	100	2	64	27	7	445	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	5	29	7	41	5	29	436	17	0	29	41	29	436	2211	1	39	42	18	439
No	88	2	2	62	70	22	25	2	2	447	88	2	70	25	2	447	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	105	2	2	67	64	29	28	7	7	445	105	2	64	28	7	445	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	45	0	0	27	60	15	33	3	7	444	45	0	60	33	7	444	5677	2	57	32	9	443
No	60	2	3	40	67	14	23	4	7	446	60	3	67	23	7	446	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	105	2	2	67	64	29	28	7	7	445	105	2	64	28	7	445	13575	5	66	24	6	446
Gender																						
Female	54	1	2	37	69	13	24	3	6	446	54	2	69	24	6	446	6580	7	68	21	5	448
Male	51	1	2	30	59	16	31	4	8	443	51	2	59	31	8	443	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2127	1	48	42	9	441
No	105	2	2	67	64	29	28	7	7	445	105	2	64	28	7	445	11454	6	69	20	5	447
Gifted/talented program																						
Yes	1										1						324	27	72	1	0	458
No	104	2	2	66	63	29	28	7	7	445	104	2	63	28	7	445	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Lisbon School Department

School: Lisbon Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	1	14	4	57	2	29	432	7	0	14	57	29	432	4	2	45	36	17	441
B. less than one hour	64	1	1	43	64	21	31	2	3	445	64	1	64	31	3	445	75	5	67	23	4	447
C. one to two hours	26	1	4	20	74	3	11	3	11	446	26	4	74	11	11	446	18	5	67	23	5	447
D. more than two hours	4	0	0	3	75	1	25	0	0	453	4	0	75	25	0	453	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	54	2	4	42	75	11	20	1	2	448	54	4	75	20	2	448	40	8	71	17	4	449
B. good	35	0	0	21	58	11	31	4	11	442	35	0	58	31	11	442	45	3	66	25	5	446
C. fair	10	0	0	3	30	5	50	2	20	438	10	0	30	50	20	438	13	1	54	35	10	442
D. poor	2	0	0	1	50	1	50	0	0	440	2	0	50	50	0	440	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	34	1	3	26	72	7	19	2	6	446	34	3	72	19	6	446	31	8	69	19	4	448
B. They match some of what I have learned.	54	1	2	39	68	15	26	2	4	446	54	2	68	26	4	446	53	4	68	23	4	447
C. They match just a little of what I have learned.	10	0	0	2	20	7	70	1	10	439	10	0	20	70	10	439	11	2	54	35	10	442
D. There is no match.	2	0	0	0	0	0	0	2	100	428	2	0	0	0	100	428	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	17	0	0	9	50	6	33	3	17	442	17	0	50	33	17	442	19	4	54	31	11	443
B. about the same as my regular schoolwork	64	0	0	47	70	17	25	3	4	446	64	0	70	25	4	446	63	6	69	22	4	447
C. easier than my regular schoolwork	19	2	10	11	55	6	30	1	5	446	19	10	55	30	5	446	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	13	0	0	5	36	5	36	4	29	435	13	0	36	36	29	435	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	50	0	0	33	63	17	33	2	4	445	50	0	63	33	4	445	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	37	2	5	29	76	6	16	1	3	449	37	5	76	16	3	449	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	24	1	4	18	72	4	16	2	8	447	24	4	72	16	8	447	21	8	68	19	5	448
B. 20 minutes to an hour	57	1	2	38	63	20	33	1	2	445	57	2	63	33	2	445	55	5	70	21	4	447
C. less than 20 minutes	14	0	0	8	53	4	27	3	20	440	14	0	53	27	20	440	13	2	57	33	8	443
D. I rarely read at home.	5	0	0	3	60	1	20	1	20	442	5	0	60	20	20	442	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	9	0	0	6	67	3	33	0	0	442	9	0	67	33	0	442	25	3	59	30	8	444
B. six to ten pages	21	0	0	13	62	5	24	3	14	442	21	0	62	24	14	442	24	4	64	26	6	445
C. eleven or more pages	70	2	3	46	66	18	26	4	6	446	70	3	66	26	6	446	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	50	0	0	1	50	437	100	0	50	0	50	437						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: Lisbon School Department
School: Lisbon Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	1	1	1	1	1054	8
	2007-2008	3	4	3	3	1321	9
	2008-2009	13	12	13	12	1712	13
	Cum. Total*	17	6	17	6	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	36	37	37	38	7394	53
	2007-2008	31	37	31	36	7079	51
	2008-2009	60	57	60	57	7270	53
	Cum. Total*	127	44	128	44	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	37	38	37	38	3729	27
	2007-2008	38	45	39	45	3955	28
	2008-2009	21	20	21	20	3219	24
	Cum. Total*	96	33	97	33	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	23	24	23	23	1735	12
	2007-2008	12	14	13	15	1642	12
	2008-2009	12	11	12	11	1408	10
	Cum. Total*	47	16	48	17	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	30.8	64.2	30.8	64.2	30.8	64.2
A. Number	20	42	13.3	66.5	13.3	66.5	12.5	62.5
B. Data	8	17	5.1	63.8	5.1	63.8	5.3	66.3
C. Geometry	10	21	5.9	59.0	5.9	59.0	6.5	65.0
D. Algebra	10	21	6.5	65.0	6.5	65.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 4
SAU: Lisbon School Department
School: Lisbon Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	106	13	12	60	57	21	20	12	11	446	106	12	57	20	11	446	13609	13	53	24	10	446
Ethnicity																						
African American/Black	4										4						415	5	41	30	24	439
American Indian or Native Alaskan	1										1						123	12	46	28	13	445
Asian or Pacific Islander	0										0						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	101	13	13	58	57	18	18	12	12	447	101	13	57	18	12	447	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	18	1	6	4	22	5	28	8	44	435	18	6	22	28	44	435	2227	3	34	33	30	437
No	88	12	14	56	64	16	18	4	5	449	88	14	64	18	5	449	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	106	13	12	60	57	21	20	12	11	446	106	12	57	20	11	446	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	46	2	4	27	59	11	24	6	13	443	46	4	59	24	13	443	5704	6	48	30	16	442
No	60	11	18	33	55	10	17	6	10	449	60	18	55	17	10	449	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	106	13	12	60	57	21	20	12	11	446	106	12	57	20	11	446	13603	13	53	24	10	446
Gender																						
Female	55	4	7	34	62	10	18	7	13	446	55	7	62	18	13	446	6591	12	54	24	11	446
Male	51	9	18	26	51	11	22	5	10	447	51	18	51	22	10	447	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2131	3	41	38	18	440
No	106	13	12	60	57	21	20	12	11	446	106	12	57	20	11	446	11478	14	56	21	9	448
Gifted/talented program																						
Yes	1										1						324	64	34	2	0	464
No	105	12	11	60	57	21	20	12	11	446	105	11	57	20	11	446	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Lisbon School Department

School: Lisbon Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	2	29	3	43	2	29	435	7	0	29	43	29	435	4	4	37	30	28	438
B. less than one hour	64	5	7	40	59	16	24	7	10	445	64	7	59	24	10	445	75	13	55	23	9	447
C. one to two hours	25	7	26	15	56	2	7	3	11	451	25	26	56	7	11	451	18	12	54	24	10	446
D. more than two hours	4	1	25	3	75	0	0	0	0	452	4	25	75	0	0	452	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	49	7	13	38	73	5	10	2	4	450	49	13	73	10	4	450	37	22	56	16	7	451
B. good	40	6	14	18	43	13	31	5	12	445	40	14	43	31	12	445	45	9	56	25	9	446
C. fair	8	0	0	4	44	2	22	3	33	438	8	0	44	22	33	438	14	3	46	34	17	440
D. poor	3	0	0	0	0	1	33	2	67	425	3	0	0	33	67	425	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	42	9	20	27	60	7	16	2	4	450	42	20	60	16	4	450	35	19	56	19	7	450
B. They match some of what I have learned.	45	3	6	28	58	11	23	6	13	445	45	6	58	23	13	445	51	11	56	25	8	446
C. They match just a little of what I have learned.	9	1	10	5	50	2	20	2	20	441	9	10	50	20	20	441	10	5	43	31	21	440
D. There is no match.	3	0	0	0	0	1	33	2	67	427	3	0	0	33	67	427	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	20	0	0	11	52	4	19	6	29	441	20	0	52	19	29	441	17	5	44	31	20	441
B. about the same as my regular schoolwork	53	7	13	32	58	13	24	3	5	447	53	13	58	24	5	447	62	13	57	23	7	448
C. easier than my regular schoolwork	26	4	15	17	63	3	11	3	11	448	26	15	63	11	11	448	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	0	0	2	50	2	50	0	0	443	4	0	50	50	0	443	7	6	36	32	27	438
B. 30–45 minutes	27	2	7	14	50	9	32	3	11	444	27	7	50	32	11	444	25	7	52	28	12	444
C. 45–60 minutes	54	9	16	38	67	3	5	7	12	449	54	16	67	5	12	449	38	14	56	22	8	448
D. more than 60 minutes	15	1	6	6	38	7	44	2	13	442	15	6	38	44	13	442	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	8	1	13	5	63	1	13	1	13	446	8	13	63	13	13	446	3	4	36	31	28	438
B. two or three days a week	18	2	11	12	63	4	21	1	5	449	18	11	63	21	5	449	12	13	51	26	10	446
C. two or three times each month	28	3	10	18	62	6	21	2	7	448	28	10	62	21	7	448	32	15	58	20	7	449
D. never or almost never	47	6	12	25	51	10	20	8	16	444	47	12	51	20	16	444	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	3	11	12	44	6	22	6	22	443	26	11	44	22	22	443	26	12	50	25	13	445
B. two or three days a week	38	4	10	25	63	6	15	5	13	446	38	10	63	15	13	446	32	14	57	21	7	448
C. two or three times each month	28	3	10	21	72	4	14	1	3	450	28	10	72	14	3	450	26	13	56	22	8	448
D. never or almost never	9	2	22	2	22	5	56	0	0	444	9	22	22	56	0	444	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	50	1	50	0	0	439	100	0	50	50	0	439						

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